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ABSTRACT

The present document presents a summary of the proceedings of the Midwest Conference on Women's Studies where participants were faculty members engaged in the study of women at various colleges and universities throughout the Midwest. Topics discussed include: (1) continuing education and enrichment programs for women; (2) academic advising and personal counseling of women; (3) career guidance for women; (4) employment practices of colleges and universities regarding women; (5) the status of women in the larger community; and (6) the various curricula being offered in the area of women's studies. Discussions of the participants' experiences, problems, and expectations in and for women's studies programs were raised and are summarized here. (HS)

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NOTES

Midwest Conference on Women's Studies

October 22-23, 1971

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November, 1971

Dear Colleagues,

We have prepared this booklet of Notes from the Midwest Conference on Women's Studies because we feel the conference, held on October 22-23, 1971, was productive and stimulating and we are certain that the participants in the conference will welcome this summary both to refresh their memory of the many discussions in which they participated as well as to fill them in on what happened in the workshops that they could not attend. We are certain also that persons who were unable to attend the conference will find this summary interesting and perhaps helpful to them in their work in women's studies. Finally, we felt some record of the work accomplished here should be produced in order to encourage our colleagues in the Midwest to consider hosting a follow-up conference on women's studies in 1972.

Included in the booklet are the following:

SUMMARY OF THE OPENING SESSION

SUMMARY OF WORKSHOPS

STATEMENT OF COMMITMENT

BIBLIOGRAPHY OF DISPLAY MATERIALS

LIST OF PARTICIPANTS

We hope these materials will prove helpful to you and we welcome comments on or additional materials for the Notes.

Alverno Research Center on Women

Note: The conference participants will find included in this mailing an evaluation questionnaire. We ask that you complete the questionnaire and return it to us at your very earliest convenience.

SUMMARY OF THE OPENING SESSION

Friday, October 22, 1971

The conference participants were welcomed by chairperson Mary Austin Doherty who briefly explained the history of the Midwest Conference on Women's Studies: During the spring of 1971, several persons at Alverno were articulating a need and a desire to meet with their colleagues and discuss with them their particular experiences, problems, and successes in the education of women. We did not know at that time the names of our midwest colleagues in women's studies, so letters were sent to all the colleges and universities within an eleven-state area of the midwest. The responses to that initial mailing indicated both an interest in and a need for a working conference that would provide an opportunity for all of us to consult with our colleagues who were already working in the area of women's studies. Subsequent registration indicated that faculty and administrators were teaching and coordinating a wide range of programs all of which could be identified as women's studies. We planned the conference, therefore, assuming that all who would be attending would share an interest in and a belief in women's studies and expecting that the participants would well represent the diversity of programs and approaches we now understand to be included in women's studies. Some of the areas and approaches represented, all of which are interrelated with the field of women's studies and affect the academic disciplines, the aspirations of women students, and the education of women generally, were listed:

(1) continuing education and enrichment programs
(2) counseling--both academic advising and personal counseling
(3) career guidance
(4) employment practices of the university or college toward women
(5) status of women in the larger community
(6) curriculum--either a separate department or program of women's studies or individual course offerings within other departments

There followed a discussion of participants' experiences, problems and expectations in and for women's studies in which many of the issues surrounding women's studies programs were raised.

The answers, of course, to the many questions discussed must necessarily vary from institution to institution, discipline to discipline, and position to position; there is no one right approach or program for women's studies. The participants could and did respond to questions by sharing the approaches that had been successful in their particular situations; many of the responses to problems, rather than providing an answer, indeed raised more questions for our consideration.

A summary of this discussion by transcript or by paragraph-summary we feel would be neither helpful nor accurate in representing the nature of the discussion. We have chosen rather to list the main questions that shaped the discussion and the responses they elicited. We hope this format will be helpful and will convey the open-ended, give-and-take nature of the exchange.

INITIATING AND LEGITIMIZING WOMEN'S STUDIES

Q. How does one begin a WS program or rather how does one explain what WS is in a way that makes it legitimate and acceptable? Can we learn from Black Studies programs anything about initiating WS programs?

R. It may be useful to explain the theory of null environment to the administration and your colleagues: Neither men nor women students, according to a study done at the University of Chicago, perceive the university or college environment to be supportive. Men, however, find support for high aspiration from other sources, if not academic, then social: parents, peers, counselors, etc. Women face the opposite pressure, a pressure toward low professional and academic aspiration and a pressure to conform to and be satisfied with the domestic role of wife, mother, housekeeper. This means that colleges and universities must build programs of almost a compensatory nature to counteract the negative pressure of the social and academic environment toward professional or academic aspirations in women students.

R. Often the interest and support needed to initiate a WS program can be obtained by introducing one course. Wesleyan and Cornell, for example, offered an interdisciplinary WS course which proved to be successful and therefore had the effect of legitimizing more courses of its kind.

R. A constituency is necessary for legitimizing WS courses. Women and Their Bodies courses, which can be offered with or without university credit, are good initial programs because they reach women students where they are, i.e., afraid of their bodies, afraid of their doctors, and by helping students deal with their fear and ignorance about their own bodies, these courses often create a constituency for other WS courses.

REACTIONS TO WOMEN'S STUDIES

Q. What kind of negative reactions do persons working in WS encounter? How does one deal with these reactions?

R. One often encounters hostility from both some men and some women students and from some male and some female colleagues.

R. One way of dealing with hostility from colleagues is to involve them in WS: Ask departments which women speakers they are bringing to campus and help promote them. Ask different departments in the school to sponsor or co-sponsor women speakers prominent in their fields.

R. Meet with persons in different departments of the school and share with them your conference experiences or news about the WS field. Ask them for suggestions about how to use WS ideas in their discipline, what materials would be good for WS, etc. Offer to keep them informed about WS.

R. To deal with students' hostility, teach a course: Reactions can sometimes best be handled in a classroom situation and support for WS can be gained. At one school, for example, a WS course was offered with open auditing out of which a collective of women formed to do speaking and writing to promote WS.

WORKING WITH DIFFERENT GROUPS OF WOMEN

Q. There is often a tension between women working in women's centers, which generally include women from the greater community, and women who are university employees (teachers, deans, counselors). How does one begin to integrate the work of these two groups given the differences in experience, background, focus, approach, and often goals between the two groups?

R. Continuing Education programs will often bridge the gap between university women and women from the larger community. Example: The women of the Minnesota Women's Center have been doing community organizing encouraging women from the community to enter the programs and join the activities of the University of Minnesota.

R. Women's Coalitions for community action also ease the tensions by joining university women and community women to work for legislation, resources, candidates, etc., that will affect the status of women in their locale.

R. By increasing the programs the university has to offer, the university can encourage more involvement by community women in the campus. An increase in speakers, medical counseling, career counseling and placement service, child care, all make the university more relevant to women's needs.

EMOTIONALISM TENSIONS BETWEEN COURSES AND LIVES

Q. How do we deal with the emotionalism that WS usually generates?

Q. There is often a tension between the materials in a course and the lives of the women students. How does one begin to resolve that tension and make the academic study relevant to women's lives?

R. The tension between a discipline and what students want was clear; for example, when some of the conference participants team-taught a psychology course at the Chicago Women's Liberation School. The instructors thought they should discuss how psychology and psychotherapy deal with women, what the problems in the discipline are for women, etc. The students, however, were looking for a way to live and wanted, rather than to discuss problems of the discipline, to discuss their own problems in their everyday lives. These same students had an obvious fear of the Women's Movement and did not wish to discuss the writings and theory coming out of the movement. They did, however, want to discuss their own personal problems and it was only as they came to see that the Women's Movement speaks precisely to those problems that they lost their fear and hostility.

R. Women and Their Bodies courses as mentioned previously should also focus on laws and institutions that continue to regulate and control our bodies. We are irresponsible if we allow courses like this to deal only with what "should be" while ignoring the real problems students do and will face.

R. Emotionalism in WS courses is healthy if the course is realistic and, in addition to raising aspirations and expectations, faces and explores the problems we all face in the real world and how we can deal with them.

R. One way to deal with the criticism that the emotionalism in the classroom often brings from fellow faculty members is to hold a regular class during the scheduled period and also to hold an informal evening rap session where students can get off their chests their reactions and opinions.

POLITICS AND WOMEN'S STUDIES

Q. How does one handle political and value system input in courses given the fact that courses are classified, by the university at least, as non-partisan?

R. Some WS courses, programs, and approaches come directly out of the Women's Liberation Movement and must necessarily reflect the politics of that movement.

R. WS should be a means of political development. Most people do one thing in their courses and another in their lives. One way of achieving academic relevance is to connect the political issues to the theory. WS in political science, for example, should not teach only the academic study of women politicians or women in the discipline but should teach the nature and mechanics of the political system and how women can use that system to change their lives.

Practical experience should be used as a teaching tool. We need not get all our material out of books; we can get much of what we need out of our lives, recognizing that sharing personal experience is often political. Professionals must do consciousness-raising themselves--we are women and as women we must understand our own socialization.

We learn best if we connect our study with our own activities and interests and there are field projects that can work very well in WS courses. Some projects for WS courses might be: setting up a child care center, interviewing housewives about their needs and wants, researching who is on policy-making boards and where funds come from to enable us to learn about and struggle for our rights.

CAREER OR GRADUATE SCHOOL PLACEMENT

Q. In placing our women students in career positions or graduate schools after having raised their aspirations, how do we deal with the fact that many employers, professors, etc., will resist accepting assertive, confident women in high positions?

R. Let us not take on the burden of preparing agencies for women students with high aspirations. Rather we should continue to place competent students regardless of whether they be male or female. Our job is not to prepare the agencies to cope with women, but rather to prepare women students, while keeping their aspiration level high, to cope with the discrimination they will face.

CURRICULUM BUILDING

Q. How does one build WS curriculum?

R. Each course must be examined and challenged if it is lacking in WS materials. American literature, for example, can include women writers, analyze female characters in literature, and do feminist criticism of literature. No funding is needed for this; every teacher can do it.

R. Each discipline must be integrated with women studies materials. Women who have an opportunity to teach in a medical school situation, for example, should do so and integrate feminist materials into the course as a way of raising women's aspiration level both by the material and by a female presence in the classroom and as a way of helping both men and women to understand sex-role stereotypes, psychology and physiology of women. It is obviously important that doctors, who are often our main counselors, understand these areas.

R. Faculty institutes on course content can be useful. At Alverno, for example, the faculty met for two days this past fall to evaluate how they were making their courses specifically relevant to the education of women and how they could supplement or revise their materials or teaching methods to make them so. Taking a survey of what faculty are doing in WS and publishing the results can be not only of use to us, but can also be a very encouraging stimulus to faculty to begin thinking through seriously their role in WS.

MATERIALS FOR WOMEN'S STUDIES

Q. How do we begin to deal with the lack of materials (books, research articles, etc.) on women and how do we counteract the sexism in already-existing materials?

R. The literature that is available "cools out" aspirations. An example is gynecology texts that describe the mature woman as passive,

narcissistic, etc., or that allow the possibility of a woman's becoming a doctor but all the while encourage her to be a wife and mother because she will have an "easier" time.

R. One good way to deal with existing sexist materials is to teach the sociology of knowledge. If the student develops the tools of ideological analysis, she/he can examine any material and see what underlying ideas, biases, and assumptions are being promoted.

R. New materials for whole disciplines must be created and entire disciplines must be re-thought. It does little good, for example, to teach one non-sexist course in family sociology if the students will be subjected to five traditional courses in sociology as well. We must persuade our colleagues constantly to re-think the discipline and their own teaching.

R. Although we may not be able to get new materials published in major journals we must still write and research and communicate new materials to each other. We need to promote the present journals of WS and perhaps we need additional journals of WS in which we can publish the studies we need as well as evaluate the work we are doing.

R. Women's caucuses of professional associations can share materials, and this sharing may lead persons to co-author materials they would not have the time or expertise to write alone. Women should join their professional caucuses and pressure to have that kind of work go on.

R. Journals and newsletters within disciplines should be utilized as a way of getting WS ideas and materials published. We must begin circulating information on unpublished articles and studies and using these materials in our courses.

RESEARCH

Q. Research is not only needed to provide us with a better understanding and better materials for WS, but it is also necessary to help provide WS with academic legitimacy. How does one begin, fund, and publish research?

R. Funding can sometimes be obtained by doing research through our discipline or department.

R. One way of getting legitimacy for a research project is to get corporate funding for it. We must push the corporations and businesses to sponsor research for WS and we must begin applying for grants and doing that research.

R. Two things are needed for research projects to work: (1) someone to do the research and (2) someone in whose interest the research is done, i.e., an audience. There is at this time a new willingness among publishers to print WS materials. We must now produce the research we all need and, through our courses, our political actions, we must continue to build an audience for that material.

SUMMARIES OF WORKSHOPS

(This section includes only those workshops from which we had a tape or written notes of the discussion.)

HOW WE TEACH WOMEN AND MEN

Often a problem when teaching women's studies materials is how to get discussions started that are honest and open. Sometimes breaking a class down into small discussion groups of all men or all women helps. If a class is team-taught by one woman and one man with feminist consciousness who can work closely with the men's discussion groups this can work particularly well.

We have to examine our own attitudes as we go into mixed classes; we have to realize that both men and women are victims in a sexist society. The important difference is that men are socialized to be dominant, the oppressor, while women are socialized to be submissive, the oppressed. An important aspect of that socialization is, of course, to also socialize and condition each sex to see their role as the most advantageous. While men ask, "Why should I give up my power?" women are asking, "Why should I give up my privileges?" Men must be made to understand that their power is detrimental to women and also to themselves and that with that power comes psychological risk of being less than human. Women must be made to see that their privileges are bought at a terribly expensive price. The women who say they want to stay home or that they have a man that understands will sometimes listen to other women. Older women are often afraid to admit that their role as wife and mother has not been exciting or fulfilling because that would be an admission of what most women consider a central, personal failure. If we can get young married women in our classes to share some of their disappointments, they often will be better able to reach their single peers.

We must make it clear that there are no liberated women just as there are no liberated men. In the same way that whites cannot avoid certain racist attitudes and behaviors even after long struggle, not to mention their being in some ways objectively racist as long as they have a more economically or socially acceptable place in society, so men will not be able to totally eliminate chauvinist attitudes and behaviors and women will not truly be liberated until the entire society which is our context is non-sexist in its institutions and values.

Women's Studies courses involve tremendous risks in that they often challenge the entire value systems of our students' lives. We are irresponsible if we do not realize the potential for personal alienation and disorientation our courses contain and for that reason we cannot in our courses deal only with the problems of the existing society but must also discuss alternative ways of living, alternative ways for men and women to live together, role alterations or reversals, etc.

We must emphasize that as long as women deal with men on men's terms we make no progress. We cannot continue to accept male definitions of professional, intelligent, attractive, etc., and we cannot allow men to objectify our sexuality.

One important thing to stress in discussing employment and career aspirations is this: the problems of discrimination do not depend on what jobs we do--there are no objectively "menial" jobs; the problems of discrimination occur in the difference in status and financial remuneration we assign to different jobs. It is only that value system which we reflect by prestige and salary that makes one person a "professional" and another a "menial."

One can sometimes avoid hostility if one presents factual material to the students without editorializing it. Hostility can mean that education is occurring and some of it is perhaps unavoidable; however, it may not be necessary to education. We should explore ways of inspiring students to education rather than creating hostilities in students in hopes of their being motivated for education.

ENGLISH AND MODERN LANGUAGES

The workshop was mostly bibliographical exchange; however, some questions about teaching literature were raised.

Teaching women authors is not automatically non-sexist. One cannot teach them and say this is the women's point of view and teach men authors and say this is the enemy because women authors often adopt the stereotypes of women as their own and men authors sometimes have perceptions beyond their own conscious experience. One must do a close analysis of the values underlying a piece of literature.

How does one, in the 19th century literature for example, where much of the good feminist writing is very lengthy, balance a reading list so that it is not totally intimidating by sheer bulk? One suggestion is to not follow the chronology of the writings but rather to pair say, Lessing's GOLDEN NOTEBOOK (long) with Chopin's THE AWAKENING (short) and to use longer works at the beginning of the course breaking them with short stories and poetry.

Some recommended short pieces:

Joyce Carol Oates; the short stories, "Pastoral Blood," "Unmailed, Unwritten Letters," WHEEL OF LOVE anthology.
Tillie Olson; TELL ME A RIDDLE
CONTEMPORARY AMERICAN SHORT STORIES (Mentor)
Lessing. "To Room 19"
"Forbidden Diary"

POLITICAL SCIENCE AND HISTORY

The workshop was mostly bibliographical exchange; one specific problem that was discussed was the lack of material on American women in politics except on the movements for suffrage and temperance. After 1920 there is no material on American women in politics--nothing during the depression, McCarthy era. Rozack has a theory that at the end of the nineteenth century women were seen as a threat to men and so were excluded from the political arena while men tried to fit a superman image which included the creation of more wars, technology, etc. What was the thrust of the depression followed immediately by a war on the women's movement? A suggestion is that the 1920's in some ways parallel the 1950's: There was a

"red scare" and a blacklist in the 20's put together by the D.A.R. which was used to harass women in the peace movement. One indicator of the participation of women in any historical period is the number of women in academe. A record number of women received Ph.D.'s in the 1920's yet the numbers have decreased since. One must look at the social pressures exerted on active women in any period to understand the existence or non-existence of a women's movement.

PSYCHOLOGY

The first part of the workshop was bibliographical exchange. The group reminded each other that the Business and Professional Women's Association (Washington, D. C.) can locate articles that are sometimes hard to find and will Xerox copies at 10 cents a page.

A lengthy section of the meeting centered around a discussion of problems related to textbooks, publishing and research.

How do we begin to deal with sexist textbooks? We can individually critique them. Also, the AWP can formulate a list of sexist texts and write as an organization to publishers demanding that they be revised and demanding non-sexist materials.

Women psychologists should consider team-writing new psychology textbooks. One existing textbook that was mentioned as being fairly non-sexist was SOCIAL PSYCHOLOGY, Roger Brown.

We can also talk to the book salespeople and representatives from publishing companies who visit our campuses and explain to them that we would not order such and such a book because it is sexist.

Book salespeople often will not discuss their materials seriously with women at conventions for example--how do we deal with this? One suggestion is that we write up our bad experiences with publishers' representatives and send them both to the companies as well as to our female colleagues so that other women do not feel that they are being slighted out of their own inadequacy or lack of professional attitude or credentials but simply because they are women and are considered unimportant or uninfluential.

We must investigate grants and funding that are available for reviewing texts.

We can submit articles to PSYCHOLOGY TODAY, TRANSACTION, and other popular magazines and try to get them printed. We should also begin to submit research and women's studies articles to the feminist journals like FEMINIST STUDIES.

How do we begin to encourage research on Women's Studies in psychology? One suggestion is that we ask our students to do term papers on sex roles. These are often very good sources of ideas for advanced research and may compile useful data for use in other courses. Also, the Association of Women Psychologists could offer an annual prize for the best dissertation on women's roles or sex roles.

We must consider ways of meeting and communicating to help each other produce the materials we need. One possibility we should consider is a working

conference of psychologists to evaluate texts, to evaluate the APA Journals and their editorial policy, whether or not there are women on the APA editorial board, etc.

The group formulated plans for submission of proposals to the Program Chairperson of the Midwestern Psychological Association for the Convention in May, 1972, at Cleveland. These proposals included the following: an open meeting on Teaching of Non-sexist Psychology (with special invitations issued to publishers) and a symposium on ongoing research on various questions related to the psychology of women. Women psychologists in the midwest area will be notified of these plans. We will maintain close contact with AWP.

SOCIOLOGY

A handbook for students was recommended to teachers of sociology: It is called "Student Sociologist's Handbook" and is available from Schenkman Publishers, Cambridge, Mass. Sociologists are urged to write for an examination copy.

The need for training teachers in high schools and elementary schools to teach sociology in non-sexist ways was discussed: We must find ways to get into teacher-training programs and help teachers to first understand their own socialization. There are fellowships available for teacher training--sociologists should investigate them. Also, those who have children in school should talk to their teachers, criticize texts, etc. If you make a tape, for example, to be used in teacher training it may be used. At Circle campus in Chicago teacher training is largely done by tapes and a tape on sex-role stereotyping could be included. We should make ourselves available to do a teacher-training tape for the education department of our various institutions or offer to do a guest lecture on sex-role stereotyping in education.

In teaching sex-role stereotyping to men in our classes we should find out if there are men's groups in the area who might be willing to come and talk to a class about male liberation. We should learn about male liberation materials that are available:

Chicago Seed, supplement appeared in the spring of last year called "Breaking Free" about men's groups, possibly available from
The Other Cheek Commune
815 W. Wrightwood
Chicago, IL

Brother, a male liberation newspaper published in Berkeley

In teaching feminist material to black students, how does one deal with the resistance to women's liberation, the idea of black men's need to assert their manhood, need for patriarchy, etc.? Suggestions: Use SISTERHOOD IS POWERFUL anthology, edited by Robin Morgan, which includes three pieces by black women on the women's movement. Use Shirley Chisholm's article which is available from KNOW, INC., Box 10197, Pittsburgh, PA 15232. Point out how great it is that black culture is being asserted finally and that people are identifying with and becoming proud of their cultures and at the same time ask if it isn't strange

that in a time of black cultural pride black people still insist on borrowing from the white culture the chauvinistic ways white men treat white women. In many African cultures there is equality of sexes--why borrow the white sexist models?

On sharing research: The group exchanged addresses and agreed that when anyone of the group had written two pages that contained an interesting idea, she would send it around to the rest of the group--we need not circulate only "professional" material in the "professional form and jargon." Sociologists are urged to join the Sociologists for Women in Society and to help make the organization serve our needs.

We all have a tendency to treat our black students as being first black, then male or female, then human, and our white students as being first white, then male or female. Students resist our categorization as we resist being categorized ourselves. Students will not speak openly if they feel that their response will be dealt with as a "typical black male response," a "typical white female response," a "feminist response," a "chauvinist response." We must avoid categorizing responses according to the responder's race, sex, or economic standing and try to receive responses as one human being responding to another.

ADMINISTRATORS

Women administrators were urged to make use of the H.E.W. compliance reviews to stop discrimination on their campuses and to get compensatory programs established. Often when H.E.W. investigates, a university will hire new women from outside the university to meet the compliance review rather than promote women already employed by the university. Women in the universities should urge the promotion of their colleagues to administrative positions.

Advanced research in women's studies is badly needed at this point if we are to advance beyond the level of women's studies as consciousness-raising programs. An institute is needed to collect data and to create a nomenclature so that the data is accessible. One suggestion was that the Women's Action Program of H.E.W., which is in the process of making a six-month report and is looking for new directions, should be encouraged to establish such an institute. Others felt that the Women's Action Program should perhaps supplement such an institute but not establish one. In addition to compiling data the institute should fund summer and post-doctoral research. Bibliographies now available for all the disciplines are almost all the same and are affective rather than cognitive--they came out of consciousness-raising; if, therefore, our course offerings are to advance beyond the introductory level, new bibliograhies for advanced studies must be compiled. This suggests perhaps a need for a research conference to collect and compile advanced research work being done by persons in each discipline.

Women's programs have been seen as the "poor sisters" of the university or as a way of keeping "the ladies" busy for a morning or afternoon. It is important to begin establishing women's studies as a legitimate academic field that is and can be as professional as any other. For this, research

and funding are needed. We must, rather than reacting to where funds come from by altering our programs to get funding, initiate programs in number and detail and actively recruit the funds we need.

The group agreed on the need to provide "support centers" for those who have had their consciousness levels raised. There was a concern expressed that providing information and activities aimed at raising consciousness have to some extent succeeded but that now there is little or no outlet by which the participants can put their new enlightenment into action. This leads to increased frustration and fails to channel the increased energy available to the "movement."

The possibility of lobbying with accrediting agencies in order to use these agencies as a new lever for initiating affirmative action with respect to the needs and rights of women was discussed.

The group also discussed the need for administrators and others to be aware of several levels of leadership: the charismatic or personal level exercised by individuals by reason of their competence, enthusiasm, personal interest, etc., and the organizational leadership exercised by virtue of position, office or organizational status. It is generally necessary that both of these types of leadership be present in order that a wide range of clients and supporters may be reached and in order that the activity have both "real-life" and organizational stability and continuity.

STATEMENT OF COMMITMENT

Adopted by the participants of the Midwest Conference on Women's Studies. Alverno College, Milwaukee, Wisconsin, October 22-23, 1971.

Based on the following assumptions:

1. That Women's Studies is a legitimate academic enterprise at every level of education: primary, secondary, higher, community, continuing; including home economics, counselling education and professional schooling such as medicine and law.

2. That Women's Studies is integrally related to the status of all women on every academic campus and the position of all women in the larger community.

3. That since education has been heretofore predicted on male values and assumptions about women that are not true, we shall work within and without our own disciplines to correct the biases and omissions in all educational materials and practices, including the public media.

4. That new research and the reinterpretation of old research on and about women, sex-roles, etc. is urgent and must get institutional support and funding.

5. That Women's Studies should be educationally innovative, exploring experiential, consciousness-raising, affective as well as more traditional modes of teaching.

6. That continuing education programs should be expanded to meet the needs of women, especially those outside current financial aids structures.

We declare:

1. Our determination that our respective institutions sponsor and support Women's Studies and correct the biases in existing academic courses.

2. Our support for the Equal Rights Amendment, increased executive and Congressional action on behalf of all women; Edith Green's amendment to the Higher Education bill making Federal Assistance contingent on demonstration of non-discrimination; aggressive HEW investigation of sex and race discrimination.

3. Our support for the new National Coalition for Research on Women's Education and Development; the creation by the Association of American Colleges (1818 R Street, NW, Wash., D.C.) of a new feminist staff position; AAUP's Committee W (One Dupont Circle NW, Wash., D.C.) on behalf of academic women.

4. Our support for the establishment and funding of 24-hour child-care centers in all educational institutions for children of students, staff, and faculty.

5. Our support for additional financial aid for full and part-time women students on undergraduate and graduate levels.

6. Our determination to have women appointed to positions in the governance of higher education and on Boards of Trustees.

7. Our continuing support for the Alverno Women's Research Center and our desire to see the Center expand its activities particularly in regard to clearing-house and communication tasks on our behalf.

PUBLISHERS OF WOMEN'S STUDIES MATERIALS: We wish to thank the following list of publishers who participated in our Midwest Conference on Women's Studies with the following titles. The listing is alphabetical by publisher and the publishers' addresses are listed. We hope this will be helpful to those who did not see all the displays or who did not write down all the ordering information.

ALDINE-ATHERTON, INC. 529 S. Wabash Ave. Chicago, Ill. 60605

Bernard, Jessie. WOMEN AND THE PUBLIC INTEREST
Golde, Peggy., ed. WOMEN IN THE FIELD
Reeves, Nancy. WOMANKIND
Ward and Kassebaum. WOMEN'S PRISON

AWARD BOOKS 235 E. 45th St. New York, N.Y. 10019

Albrecht. A COMPLETE GUIDE FOR THE WORKING MOTHER
Bruce. YOUR CHILD FROM ONE TO SIX
Champagne. FACING LIFE ALONE
Reik. WHAT SHALL I TELL MY CHILD
SEXUAL LIBERATION
Shulsky. INVESTMENT GUIDE FOR WOMEN
U.S. GOVERNMENT BOOK OF INFANT CARE

BANTAM BOOKS, INC. 105 Fifth Ave. New York, N.Y. 10019

de Beauvoir, Simone. THE SECOND SEX
Euripides. THE TROJAN WOMEN
Firestone. THE DIALECTIC OF SEX
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